

PUC Lakeview Charter Academy

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Errin Robinson Landry, Principal

Principal, PUC Lakeview Charter Academy

About Our School

In collaboration with all stakeholders, it is our priority to continue the legacy of success established at PUC LCA by building strong relationships with parents, students and community partners. This school year our focus will prioritize character education initiatives, Common Core skills, use of data to drive instructional decisions, and consistent implementation of curricula in a rigorous fashion. These initiatives, designed around equity will ensure the academic achievement of all students.

All of us at PUC LCA have committed to providing all students with the academic and socio-emotional skills required to be their best selves now and forever. We will support all stakeholders in upholding high expectations while believing and achieving as we continue to nurture a culture of learning and excellence. A can-do, never give up attitude empowers us to tackle the obstacles and challenges of academic excellence in a positive, supportive environment. We want nothing more to work for and with you in the best interest of all scholars. We have an open door policy and welcome your input and partnership.

Contact

*PUC Lakeview Charter Academy
11465 Kagel Canyon St.
Lake View Terrace, CA 91342-6505*

*Phone: 818-485-0340
Email: c.rivas@pucschools.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2019—20)	
School Name	PUC Lakeview Charter Academy
Street	11465 Kagel Canyon St.
City, State, Zip	Lake View Terrace, Ca, 91342-6505
Phone Number	818-485-0340
Principal	Errin Robinson Landry, Principal
Email Address	c.rivas@pucschools.org
Website	http://pucschools.org
County-District-School (CDS) Code	19647330102442

Last updated: 12/28/2019

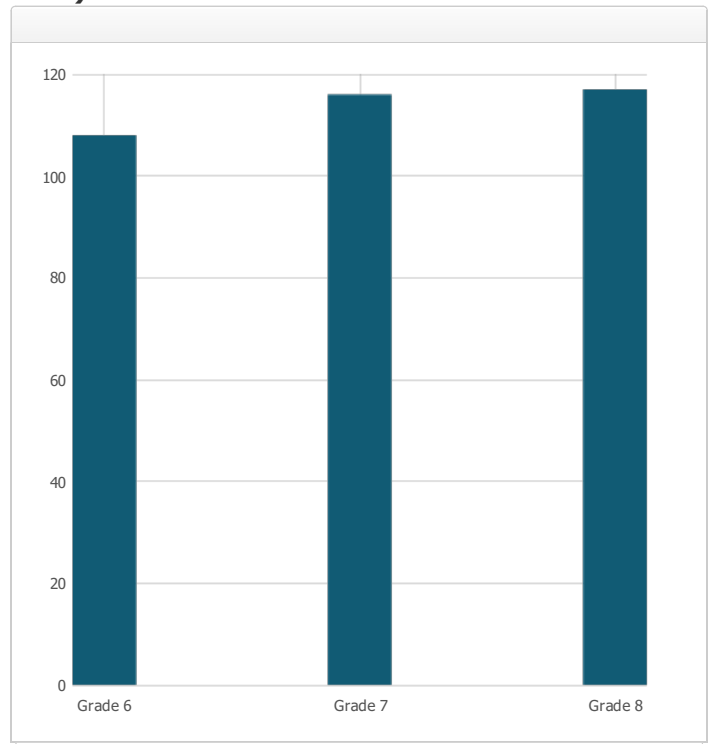
School Description and Mission Statement (School Year 2019—20)

At PUC Lakeview Charter Academy, we are creating an equitable space where all students feel valued and safe so that they are always growing. Our goal is for all students to fulfill PUC's Three Commitments: We will develop students who will think critically and positively, speak thoughtfully, and act with integrity, so that all students can be their best selves now and in the future. To achieve our goals of creating critical thinkers who we offer a rigorous instructional program intervening early and often. IReady is an online, interactive program designed to address individual student gaps. Daily during the intervention block, students work on individualized lessons based upon their diagnostic scores. The Diagnostic assessment is administered again in the winter and the spring to determine growth and adjust pathways as needed. In addition to our academic program, we offer a restorative behavior support plan to ensure that students' are set up for academic success. This program also includes intervening early and often with counseling, in-class interventions, and parent communication.

Last updated: 12/28/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	108
Grade 7	116
Grade 8	117
Total Enrollment	341



Last updated: 12/28/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	3.50 %
American Indian or Alaska Native	0.00 %
Asian	0.60 %
Filipino	0.90 %
Hispanic or Latino	91.20 %
Native Hawaiian or Pacific Islander	0.00 %
White	1.20 %
Two or More Races	0.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.10 %
English Learners	14.70 %
Students with Disabilities	15.20 %
Foster Youth	0.00 %
Homeless	0.00 %

A. Conditions of Learning

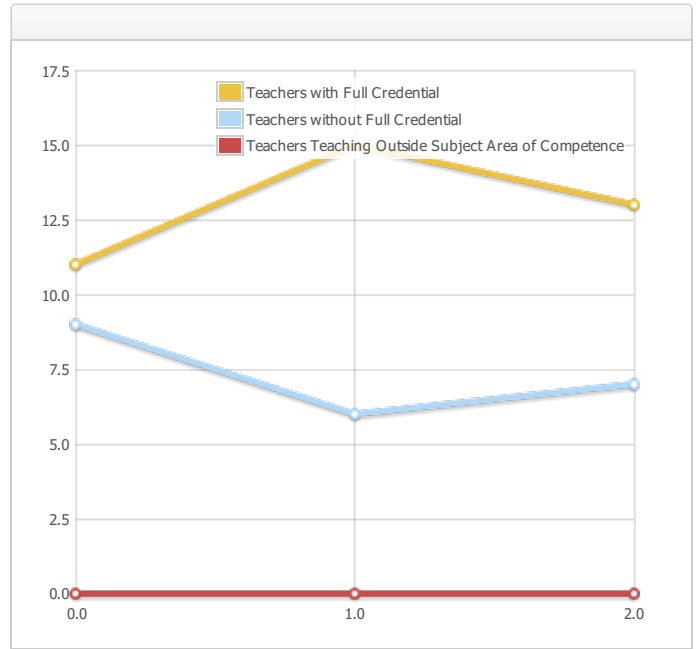
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

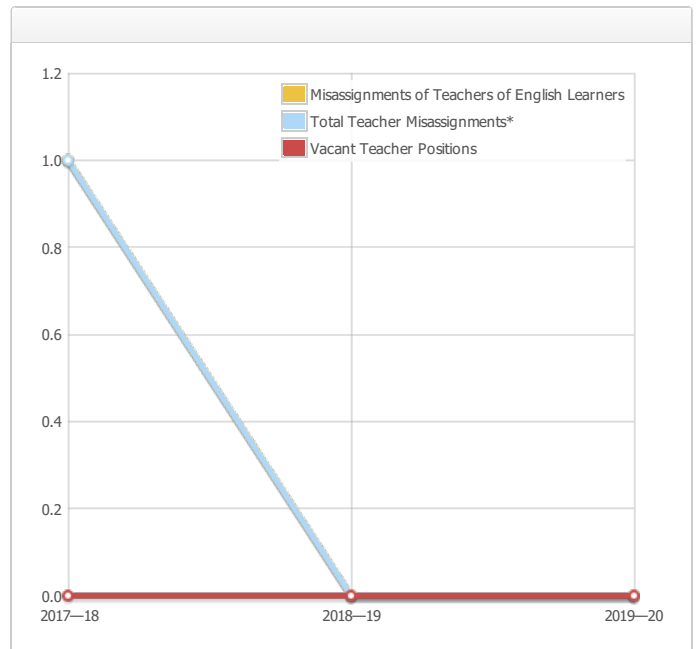
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	11	15	13	21054
Without Full Credential	9	6	7	783
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1103



Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/28/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	PUC Lakeview Charter Academy does not use state adopted textbooks for Language Arts, however, teachers use various reference materials and resources to design curriculum that is standards- aligned and tailored to the student academic needs. The following are used: 6th & 7th Grade: Title: Engage New York Chapter books used: 6th Grade: Title: Percy Jackson, Author: Rick Riordan Title: Bud not Buddy, Author: Christopher Paul Curtis 7th Grade: Title: Lyddie, Author: Jordi Lafebre 8th Grade: Title: Warriors Don't Cry, Author: Melba Pattillo Beals Title: Of Mice and Men, Author: John Steinbeck Title: A Farewell to Manzanar, Author: Jeanne Wakatsuki Houston and James D. Houston	No	0.00 %
Mathematics	Title: Think Through Math (Online) Title: College Preparatory Math, Course 1, CPM Educational Program, Subject: Math, Date of Adoption: 2015 Title: College Preparatory Math, Course 2, CPM Educational Program, Subject: Math, Date of Adoption: 2015 Title: College Preparatory Math, Course 3, CPM Educational Program, Subject: Math, Date of Adoption: 2015 Title: College Preparatory Math, Algebra, CPM Educational Program, Subject: Math, Date of Adoption: 2015	Yes	0.00 %
Science	Title: Stemscoptes (Online) aligned to NGSS	No	0.00 %
History-Social Science	Title: History Alive, Subject: Social Studies, Year of Adoption: 2006 Title: World History-Ancient Civilizations, McDougal-Littell, Subject: Social Studies, Year of Adoption: 2006 Title: The American Journey, McGraw Hill, Subject: History, Year of Adoption: 2007 Title: Across the Centuries, Subject: History, Year of Adoption: 2007 Title: World History: Medieval to Early Modern Times, Subject: History, Year of Adoption: 2008 Title: History Alive! The Medieval World and Beyond, Subject: History, Year of Adoption: 2007 In addition, teachers utilize supplemental materials provided by the PUC organization.	No	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/18/2020

School Facility Conditions and Planned Improvements

PUC Schools takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, PUC Schools uses a facility survey instrument developed by the State of California OPSC to evaluate facilities on an annual basis.

Maintenance and Repair:

Facilities Technicians ensure that necessary repairs to keep the school in good working order are completed in a timely manner. A work order process is used to ensure efficient service metrics and that emergency repairs are given the highest priority. The Facilities Manager manages this process centrally.

Cleaning Process and Schedule:

PUC Schools adopted cleaning standards for all schools in the organization to ensure a healthy learning environment. The Facilities Manager establishes cleanliness standards and works with school site staff to develop cleaning schedules to ensure a clean and safe school.

Environmental Health and Safety:

The Facilities Manager performs monthly site inspections of each school to observe, detect, mitigate, and eliminate hazards that may contribute to illness or injury. An Injury and Illness Prevention Plan was adopted by the governing board of PUC Schools and is implemented by the Superintendent.

Last updated: 1/16/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Not applicable.
Interior: Interior Surfaces	Good	Not applicable.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Established Pest Management Program in place.
Electrical: Electrical	Good	L.E.D. lighting upgrade installed in 2019.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Filtered drinking fountain installed in 2019.
Safety: Fire Safety, Hazardous Materials	Good	Annual Fire-Life Safety Testing passed in 2019.
Structural: Structural Damage, Roofs	Good	Not applicable.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	New artificial turf play space surfacing installed in 2019.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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Last updated: 1/16/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	32%	37%	43%	40%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	27%	32%	32%	30%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/29/2019

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	346	346	100.00%		36.99%
Male	152	152	100.00%		30.26%
Female	194	194	100.00%		42.27%
Black or African American	13	13	100.00%		23.08%
American Indian or Alaska Native					
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	316	316	100.00%		37.03%
Native Hawaiian or Pacific Islander					
White	--	--	--		
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	307	307	100.00%		35.83%
English Learners	104	104	100.00%		22.12%
Students with Disabilities	57	57	100.00%		7.02%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/29/2019

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	346	346	100.00%	0.00%	32.37%
Male	152	152	100.00%	0.00%	34.87%
Female	194	194	100.00%	0.00%	30.41%
Black or African American	13	13	100.00%	0.00%	7.69%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	316	316	100.00%	0.00%	32.28%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	307	307	100.00%	0.00%	32.57%
English Learners	104	104	100.00%	0.00%	16.35%
Students with Disabilities	57	57	100.00%	0.00%	5.26%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/30/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 12/30/2019

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Data provided by CDE. Data not yet available. School will update report once data is provided.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	16.80%	21.00%	33.60%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/30/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Parents have a number of opportunities to participate in school activities. We have student-led conferences twice per year. Parents are able to come in and students share and explain their data with their parents. That data includes but is not limited to IReady, classroom assessments, discipline data, MAP NWEA, personal academic goals, classroom goals, SBAC data, and other classroom data. In addition to SLCs, LCA offers monthly family nights that address a variety of topics from social media to academic initiatives. Coffee With the principal is also offered up to 6 times per year to give parents a voice around school initiatives. Finally, we meet 4 times a year as a school advisory council and 4 times a year as an English Language Learner advisory committee.

State Priority: Pupil Engagement

Last updated: 1/14/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.40%	2.00%	1.90%	0.80%	0.80%	0.70%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/29/2019

School Safety Plan (School Year 2019—20)

The Purpose of the School Emergency Response Plan is to protect the safety and welfare of the employees, visitors, volunteers, and students in our school, and to ensure the preservation of public property. The School Emergency Response Plan provides a concise reference for staff when facing a crisis or an emergency. Accident and crisis prevention are particularly important whenever children are involved, but even the most thorough and imaginative forethought cannot prevent all emergencies. It is our responsibility to be prepared with management plans for foreseeable emergencies and for all staff members to know their roles in these plans.

The School Emergency Response Plan addresses our responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the School in coordination and with the county of Los Angeles, California. The Plan establishes an emergency organization to direct and control operations at the school site during a period of emergency by assigning responsibilities to specific personnel.

The School Emergency Response Plan:

- Conforms to the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements:

The Plan meets the requirements of the State of California and the County of Los Angeles policies on Emergency Response and Planning, the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS) and defines the primary and support roles of the individual schools in after-incident damage assessment and reporting requirements.

Scope:

The Scope encompasses our schools. It addresses a broad range of major emergencies; such events include crimes committed on campus, hazardous materials emergencies, weather emergencies, earthquakes and fire. Also included are procedures for emergencies that may or may not require the full or partial activation of the School Emergency Response Team (SERT).

The objectives of the plan are to:

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the School's facilities and properties.
- Enable the School to restore normal conditions with minimal confusion in the shortest time possible.

Frequency:

Our staff is trained annually during In-Service Professional Development held in August.

Last updated September 2019.

Last updated: 1/16/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	29.00		28	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	30.00		28	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	27.00		32	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	2	8	
Mathematics	23.00	2	8	
Science	28.00		4	
Social Science	28.00		8	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	2	8	
Mathematics	23.00	2	8	
Science	29.00		8	
Social Science	29.00		8	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	23.00	2	8	
Mathematics	23.00	2	8	
Science	29.00		8	
Social Science	29.00		8	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/29/2019

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	170.50

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.33
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/28/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7769.00	\$1554.00	\$6215.00	\$68857.00
District	N/A	N/A	\$8068.00	\$74789.00
Percent Difference – School Site and District	N/A	N/A	-23.00%	-7.90%
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	-17.20%	-16.40%

Note: Cells with N/A values do not require data.

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

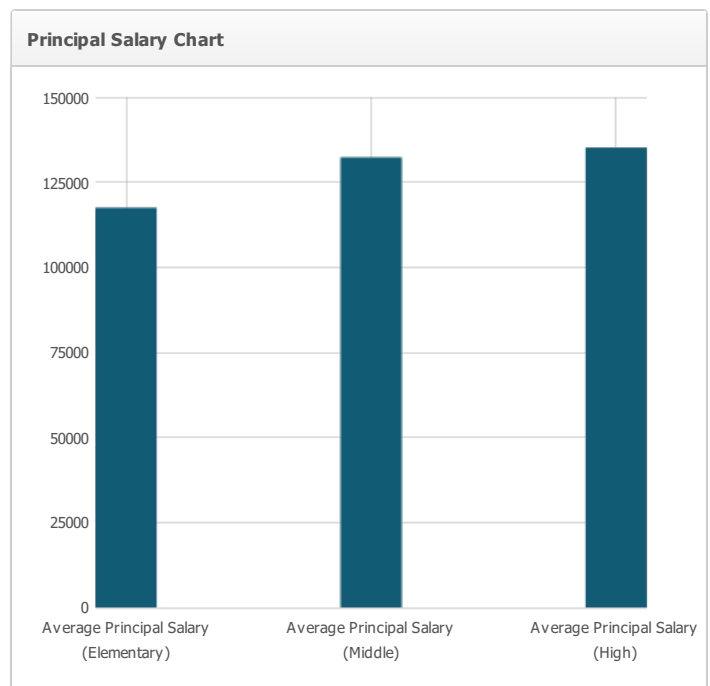
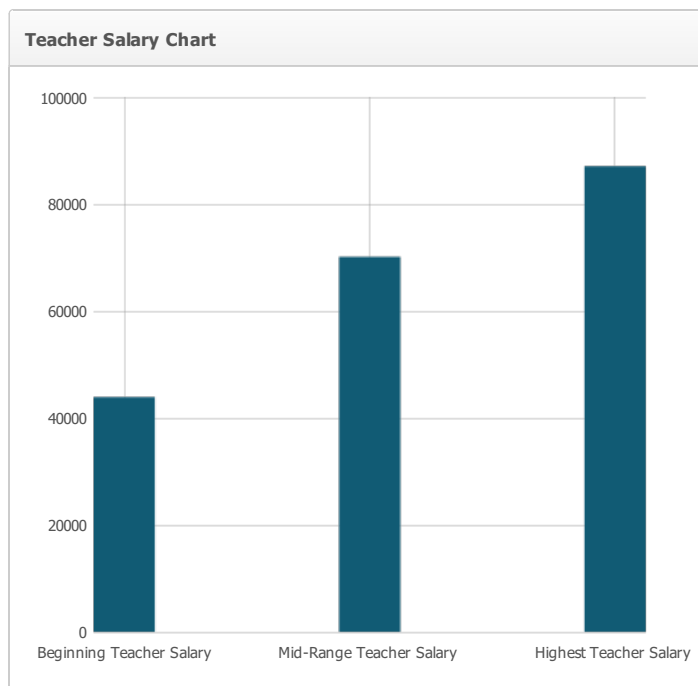
Funded services to support students include IReady and Amplify. IReady is an intervention program that was purchased at the beginning of this school year. Teachers were trained in how to use the software as well as how to drive instructional decisions based upon the data received. It is interactive and provided individualized instruction around gaps in ELA and Math based upon diagnostic results. Every student in the school has a license to utilize IReady. All students also have access to Amplify online. It is a highly engaging science curriculum that is a phenomena-based program for grades K–8 that incorporates the newest trends and practices in science teaching and learning, as well as interactive digital tools and hands-on activities. The program aims to teach students how to think, read, write, and argue like scientists and engineers.

Last updated: 1/14/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$48,612
Mid-Range Teacher Salary	\$70,141	\$74,676
Highest Teacher Salary	\$87,085	\$99,791
Average Principal Salary (Elementary)	\$117,494	\$125,830
Average Principal Salary (Middle)	\$132,291	\$131,167
Average Principal Salary (High)	\$135,145	\$144,822
Superintendent Salary	\$350,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/29/2019

Professional Development

PUC LCA's breakdown of full and partial PD days is highlighted below:

2017-18 2018-19 2019-20
 FULL DAYS 10 10 5
 PARTIAL 48 45 53
 TOTAL DAYS 58 55 58

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	58	55	58